


Balloon Day



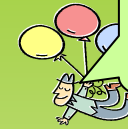
Hettie Duke and CDU Students 2008
Session Presented by L Van Haeften: 2008

Language Experience Procedure

Before Language Experience	During Language Experience	After Language Experience
<p>1. Choose experience to interest students.</p> <p>2. Involve students in the planning where possible</p> 	<p>1. Share the experience (take photographs to record the event)</p> <p>2. Encourage students to be involved as possible</p> <p>3. Ensure lots of experience-centred talk</p> <p>4. Discuss the experience as a whole class</p> <p>5. Use Shared Writing to record the experience</p> <p>6. Revise and edit the text with the students until it is ready to be published</p> <p>7. Publish the text eg create a big book</p> <p>8. Involve students in reading and re-reading the text</p>	<p>1. Use the text as a springboard for other reading activities. eg word-searches, sentence matching</p> <p>2. Use the class made text in Modelled, Shared or Guided Reading</p> <p>3. Make a copy of the text available for independent use</p> <p>4. Make small copies of the text for home reading</p> <p>5. Engage students in further purposeful writing activities</p>

To begin our Language Experience

We made a chart to find out what we all knew about balloons before our “whole class shared experience”.



- Blowing up balloons
- Releasing balloons
- Balloon races

What we think we know about balloons?	What we want to find out about balloons?	What we learned about balloons.
<ul style="list-style-type: none">•Balloons can stretch•They are different colours•They can pop•You can put air inside a balloon	<ul style="list-style-type: none">•What are they made of?•How big can a balloon get?•How far can a balloon travel?•Why do they make noises?	

We left the chart up in the room so we could read it again. We will fill in the last column at the end of the “whole class shared experience” to show what we learned about balloons.

I blew up the
balloon and I
let it go.



Follow up with student recording their story of the experience and drawing their own picture. Teacher scribes the same story on card and uses this with students in lots of different reading activities. eg turn one card over and get child to read the sentence and tell you which word is turned over. The idea is to keep the words in the same sequence of the student's original story at this stage. They have remembered their own word order, and will be able to successfully predict which words are missing or out of order in the sentence strip.



I	blew	up	the	balloon	and	I	let	it	go	.
I		up	the	balloon	and		let	it	go	.

My orange
balloon raced up
towards the
ceiling.



Follow up with student recording their story of the experience and drawing their own picture. Teacher scribes the same story on card and uses this with students in lots of different reading activities. eg turn one card over and get child to read the sentence and tell you which word is turned over. The idea is to keep the words in the same sequence of the student's original story at this stage. They have remembered their own word order, and will be able to successfully predict which words are missing or out of order in the sentence strip.



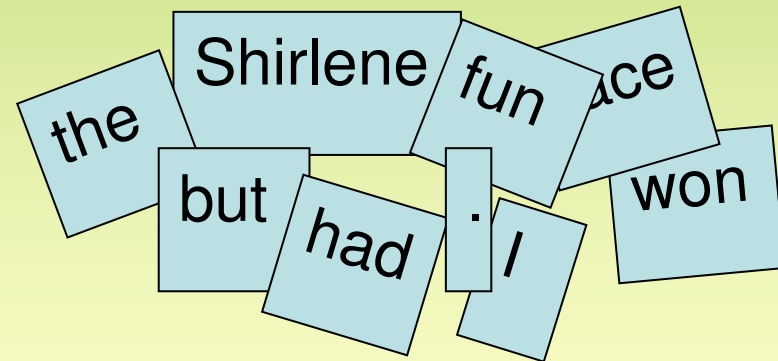
My	orange	balloon	raced	up	to	the	ceiling	.
My	orange		raced	up	to		ceiling	.

Shirlene won
the race but I
had fun.



Follow up with student recording their story of the experience and drawing their own picture. Teacher scribes the same story on card and uses this with students in lots of different reading activities. eg turn one card over and get child to read the sentence and tell you which word is turned over: jumble cards up and get students to read and put back in order of their original story.

In constructing this particular story with the student, the teacher may have got the student to elaborate on what kind of race it was.



Shirlene	won	the	race	but	I	had	fun	.
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I let the air out of my balloon to make the longest farting noise.



Follow up with student recording their story of the experience and drawing their own picture. Teacher scribes the same story on card and uses this with students in lots of different reading activities. eg turn one card over and get child to read the sentence and tell you which word is turned over; jumble the sentence and students order the words again.

I let the air out of my balloon to make the longest farting noise .

noise air out my the I let make
longest the balloon to farting .

We blew up
the balloons
and I had fun.



Follow up with student recording their story of the experience and drawing their own picture. Teacher scribes the same story on card and uses this with students in lots of different reading activities. eg a later more sophisticated activity with the sentence could get the student to elaborate on the different words that mean “We” in this story and use some of those words instead.

We blew up balloons and I had fun .

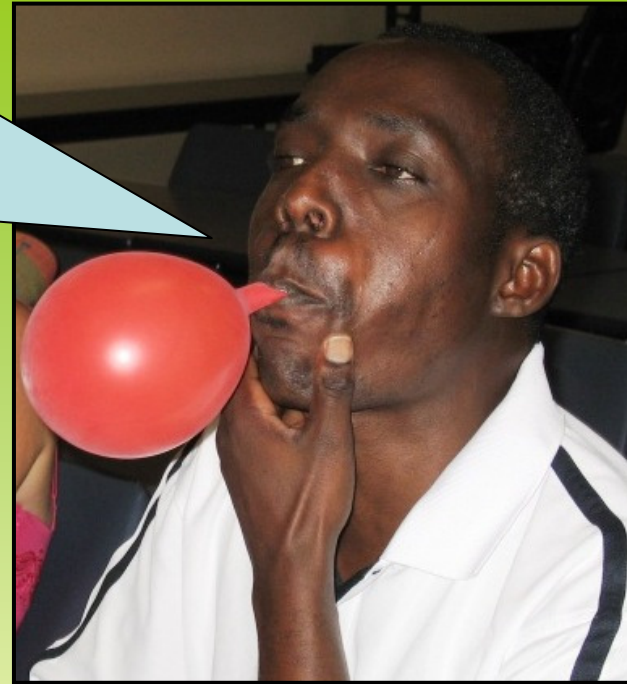
All of us

Hettie and I

The class

blew up balloons and I had fun .

My red balloon
escaped and
someone
retrieved it for me.



Follow up with student recording their story of the experience and drawing their own picture. Teacher scribes the same story on card and uses this with students in lots of different reading activities. eg This is a good opportunity to expose students to the more sophisticated language being used by others. What are some other words that we could use instead of “retrieve”? This activity would come later as it would have changed from the original words used by the student.

My	red	balloon	escaped	and	someone	retrieved	it	for	me	.
My	red	balloon	escaped	and	Shirley	retrieved	it	for	me	.
My	red	balloon	escaped	and	Shirley	returned	it	for	me	.
My	red	balloon	escaped	and	Shirley	fetches	it	for	me	.



Shared Writing the day after the Experience.

We let the balloons go to see which one would travel the longest distance.



They whooshed around everywhere!



We blew up the balloons and stretched them to let the air out.



They made “farting” noises.

Keep the chart or presentation in the room for students to read and re-read



Then we had a balloon race.
We blew up the balloons and tied knots at the tops to stop the air getting out.

We went outside and lined up.

We put the balloons in between our knees and ran towards the finish line.

Shirley's balloon popped.

Onez' balloon escaped and then someone retrieved it. Lucky!

Shirlene won the race.



More Shared Writing ~ A Procedure

Making “Farting” Balloon Noises

Things We Need

- * balloons
- * air
- * fingers
- * mouth



What To Do

1. Stretch the balloon.
2. Blow up the balloon.
3. Squeeze and pinch the balloon to let some air out.

